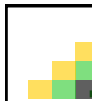# Teaching Goal Attainment

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Behaviors Associated with PostSchool Success

- What are student behaviors associated with postschool success?
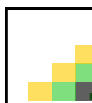

Student Success Behaviors

- Goal Setting and Attainment
- Employment
- Knows and Uses Supports and Resources
- Persistence
- Proactive Involvement
- Knowledge of Strengths and Limits
- Disability Awareness
- Self-Advocacy

Teaching Goal Attainment Using Take Action
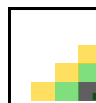
Goal Attainment Is The Most Important Self-Determination Component

(Wehmeyer, 1994)

Dreaming

Its fun to dream, but how do dreams become reality?

"I Have A Dream"

Take Action: An Overview

- Teaches students to a process to attain their own goals.
- Seven lessons
- Seven to 10 days, 50 minutes a day
- Student will take info and infuse into his or her IEP meeting & into academic coursework
- Designed for students with high incidence disabilities or for general ed students. One study modified Take Action for use by students with moderate mental retardation.

Take Action Major Steps: Plan

- Break goals down into doable steps
- Establish standards
- Determine how to get feedback
- Determine motivation to attain goal
- Determine strategies
- Determine support
- Schedule
- Express belief that goal can be attained

Take Action Major Steps: Action

- Record or report performance
- Perform to standard
- Obtain feedback on performance
- Motivate self to complete tasks
- Use strategies
- Obtain support as needed
- Follow schedule

Take Action Major Steps: Evaluate

- Determine if goal attained
- Compare performance to standard
- Evaluate usefulness of feedback
- Evaluate if motivation helped prompt my achievement
- Evaluate effectiveness of strategies
- Evaluate usefulness of support
- Evaluate usefulness of schedule
- Evaluate my belief

Take Action Major Steps: Adjust

- Adjust goal if needed
- Adjust or repeat standards
- Adjust or repeat feedback method
- Adjust or repeat motivation
- Adjust or repeat strategies
- Adjust or repeat support
- Adjust or repeat schedule
- Adjust belief statement

Take Action: An Overview

- Teaches students to a process to attain their own goals.
- Seven lessons
- Seven to 10 days, 50 minutes a day
- Student will take info and infuse into his or her IEP meeting & into academic coursework
- Designed for students with high incidence disabilities or for general ed students

Introduction

Lesson

- Introduces the Take Action process
  - □ Plan
  - □ Act
  - □ Evaluate
  - □ Adjust
- Goals: long and short-term
- Break long-term goals into short-term goals

Slide 1

Write The Steps in the Correct Order from 1 to 4.

STEPS: Act   Adjust   Plan   Evaluate

1. _____
2. _____
3. _____
4. _____

Slide 2

Roland Coaster's
Breaking Down Long-Term Goals

Roland Coaster's Story

Roland wants to spend his birthday with his friends at Joy Rides Amusement Park. He went there with his friend John on John's birthday and it was really fun. The problem is Roland doesn't know how to get there, when it's open, or how much it costs. To go, he'll need to get that information.

Long-Term Goal *What you want to accomplish*

Write your long-term goal in the box below.

Spend my birthday at the amusement park

Short-Term Goals

Smaller goals leading to your long-term goal you can start working on this week

Write your short-term goals in the boxes below.

Is the short-term goal a smaller goal that will lead to your long term goal?   yes   no
Is the short-term goal one you can work on this week?   yes   no

Sequence
Do your short-term goals need to be completed in a certain sequence? If yes, number them in that sequence on the lines below the boxes.

Slide 3

Introducing Plan Parts

Lesson 2

Watch a 10-minute video that introduces the Take Action Process and overviews the six important steps to make a plan

Lesson 2 Teaches
- Standard   - Strategy
- Motivation   - Schedule

Slide 4

Each Plan Part Answers a Question

- Standard: what you will be satisfied with
- Motivation: why you want to meet your standard and accomplish your goal
- Strategy: how I accomplish my standard to meet my goal
- Schedule: when will I do my strategy or work on my goal

Slide 5
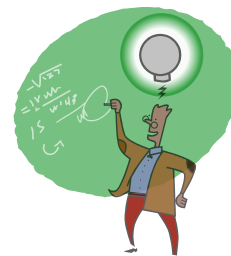
Plan Parts   Question I ask myself

Standard _____

Motivation _____

Strategy _____

Schedule _____

FRIDAY
Fix
Broken
Mirror

Support _____

Feedback _____

Each Plan Part has an Associated Question

What are they?

Slide 6

Short-Term Goal: Exercise Regularly
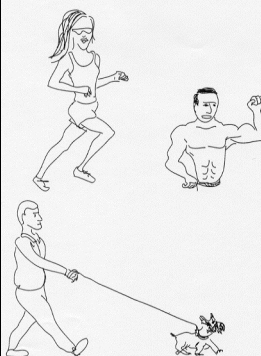
Same Goal - Different Standards

What are the standards for the runner, weight lifter, and dog walker?

More Plan Parts

- Review first four plan parts
- Teach Support
- Teach Feedback
- Case Study
- Review Quiz

Support

- Support is help provided by other people or things
- The support question is "What Help Do I Need?"
- What support did the car driver need in the video?
- What support does the runner or weight lifter need?

Feedback

- Feedback: information you get on your performance
- What feedback did the driver get in the video?
- Trace exercise
- Sources of feedback

Kristal's Breaking Down Long-Term Goals

Name _Kristal_   Date _June 15_

Kristal's Story
Kristal is sixteen but she doesn't have her driver's license yet. Her mom has to drive her places and her brothers, who embarrass her, always want to ride along. She wants to get her license by the time school starts.

Long-Term Goal *What you want to accomplish*
Write your long-term goal in the box below.

> To get my driver's license

Short-Term Goals
Smaller goals leading to your long-term goal you can start working on this week

Write your short-term goals in the boxes below.

Is the short-term goal a smaller goal that will lead to your long term goal?   yes   no
Is the short-term goal one you can work on this week?   yes   no

---

Kristal's
Take Action (page 1)

Name _Kristal_   Date _June 15_

Long-Term Goal _Get my driver's license_

Short-Term Goal _Learn to drive_

Part 1: Student Plan					
STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?

Take Action Review

Name _____   Date _____

Find the question that explains each part of a plan. Write it under the correct part of the plan.

QUESTIONS					
How will I get information on my performance?	What help do I need?	When will I do it?	What will I be satisfied with?	What methods should I use?	Why do I want to do this?

PARTS OF A PLAN					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**

Slide 1

Critiquing Plans

- Review long & short term goals
- Puzzle Quiz
- Take Action Critique Tool
- Sample Plans

Slide 2

Plan Parts

motivation   standard   support   strategy   schedule   feedback

FRIDAY
Fix Broken Mirror — When will I do it?

Why do I want to do this?

What methods will I use?

What help do I need?

How will I get information on my performance?

What will I be satisfied with?

Match word to question

Slide 3

Sample Plan

Roland's Story

Roland wants to spend his birthday with his friends at Joy Rides Amusement Park. He went there with his friend John on John's birthday and it was really fun. The problem is Roland doesn't know how to get there, when it's open, or how much it costs. To go, he'll need to get that information.

General Goal: Spend my birthday at the amusement park

Specific Goal: Get information about the amusement park

Part 1: Student Plan					
STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Get all the information about the amusement park: the cost and the times it is open, the location	I want to spend my birthday at the amusement park	Ask John to give me the information	I'll ask John when I see him in class	John will give me the information	Write down the information John gives me and see if I have everything I need

Slide 4

Writing a Plan

- Students develop a plan to accomplish a goal
- Complete cumulative quiz
- Critique Michelle's Plan
- Breakdown "get good grades in class" goal
- Complete plan for "get good grades in class" goal
- Complete plan aloud in class

Slide 5

Critique Michelle Pass' Plan

Long-term Goal: Pass the class

Short-term Goal: Get a "B" on the unit test

Part 1: Student Plan					
STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Get a "B" on the test	To keep from getting grounded	Study with a friend	Study with Joe all day Sunday before the test	Study with Joe	See what my grade is on the test

Slide 6

Evaluating & Adjusting Plans

- Review and complete 3 example case studies from plan through evaluate and adjust
- Apply evaluation and adjustment concepts to own plan

First Review Michelle Pass' Plan to Get Good Grade

Long-term Goal _Pass the class_

Short-term Goal _Get a "B" on the unit test_

Part 1: Student Plan					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
What will I be satisfied with?	Why do I want to do this?	What methods should I use?	When will I do this?	What help do I need?	How will I get information on my performance?
Get a "B" on the test	To keep from getting grounded	Study with a friend	Study with Joe all day Sunday before the test	Study with Joe	See what my grade is on the test

---

Name _Michelle_   Date _March 15_

Short-Term Goal _Get a good grade on the unit test_

Did I meet my short-term goal?   YES   (NO)

Part 2: Action					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
Did I meet the standard?	Was I motivated?	Did I use the strategy?	Did I follow the schedule?	Did I use support?	Did I get feedback?
yes (no)	(yes) no	(yes) no	(yes) no	(yes) no	(yes) no

Part 3: Evaluate					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
Was it the right standard?	Did it work?	Did it work?	Did it work?	Did it work?	Was the feedback helpful?
(yes) no	(yes) no	yes (no)	yes (no)	yes (no)	yes (no)
Why or why not?	Why or why not?	Why or why not?	Why or why not?	Why or why not?	Why or why not?
Needed a "B" to pull my grade average up	Want good grades so I won't get grounded	I didn't get a high enough grade	I couldn't learn the material in one afternoon	Joe got tired and went home	Got feedback too late

What were the main reasons you got these results? Look at the Action and Evaluate sections. If you met your short-term goal, consider the parts of the plan you answered "yes." If you didn't meet the short-term goal, consider the parts you answered "no."

I needed to study more than just one afternoon for the test. I also got the feedback about how well I knew the material too late.

Part 4: Adjust					
Short-term Goal? (OK) or change? If change, new short-term goal
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
If standard wasn't right, what will I change?	If I wasn't motivated, what will I change?	If my strategy didn't work, what will I change?	If I didn't follow my schedule, what will I change?	If my support didn't work, what will I change?	If feedback wasn't helpful, what will I change?
		Study some every night the week before the test	Study every day	Don't rely on Joe to study all day with me on Sunday	Could take a pretest or Joe could give me a quiz

---

Use Take Action Process

Lesson 7

- Apply Take Action Process to
  - IEP Goals
  - Personal Goals
  - Employment Goals
  - School Goals

Student Take Action Sample

Long-Term Goal _Get all A's in every class_

Short-Term Goal _Get an A on my math test_

1. Student Plan					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
What will I be satisfied with?	Why do I want to do this?	What methods should I use?	When will I do this?	What help do I need?	How will I get information on my performance?
An A on the math test.	So I can accomplish my long term goal	to study when I have a chance and after school.	During and after school.	To ask my dad when I don't understand.	getting my test back.

Student Take Action Sample

Name_____ TAKE ACTION (page 2) Date_____

Short-Term Goal _Get an A on my math test_

Did I meet my Short-Term Goal?   (YES)   NO

2. Action					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
Did I meet the standard?	Was I motivated?	Did I use the strategy?	Did I follow the schedule?	Did I use support?	Did I get feedback?
(yes) no	(yes) no	yes no	(yes) no	(yes) no	(yes) no

3. Evaluate					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
Was it the right standard?	Did it work?	Did it work?	Did it work?	Did it work?	Was the feedback helpful? yes (no)
(yes) no	(yes) no	yes (no)	Why or why not?	Why or why not?	
Why or why not?	Why or why not?	Why or why not?			

What were the main reasons you got these results? Look at the Action and Evaluate sections. If you met your short-term goal, consider the parts of the plan you answered "yes." If you didn't meet the short-term goal, consider the parts you answered "no".

4. Adjust					
Short-Term Goal (OK) or change? If change, new short-term goal
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
If standard wasn't right, what will I change?	If I wasn't motivated, what will I change?	If my strategy didn't work, what will I change?	If I didn't follow my schedule, what will I change?	If my support didn't work, what will I change?	If feedback wasn't helpful, what will I change?

Modified Lessons

- Four lessons teach a simplified version of the Take Action Process
  - Choose a goal that can be accomplished in a day or two
  - Plan consists of three parts: strategy, schedule, support
  - Evaluate and adjust within one or two days rather than a week
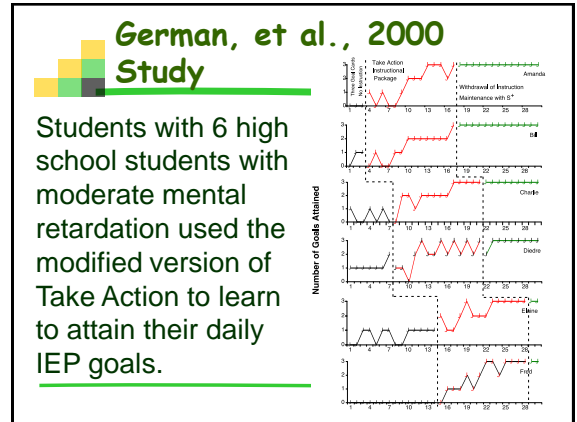 - Many of the same teaching strategies are used

Modified Plan Example Form

Directions: In the boxes below, write Kristal's plan parts.
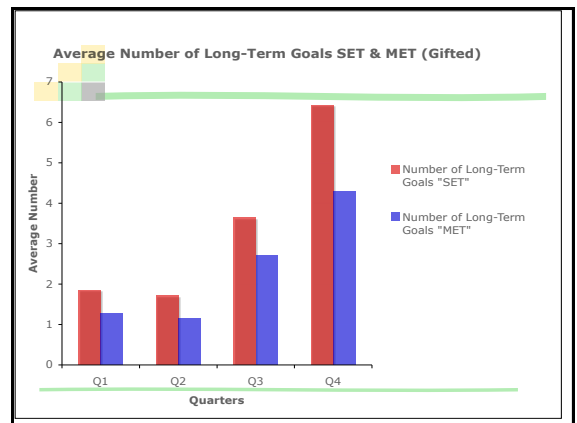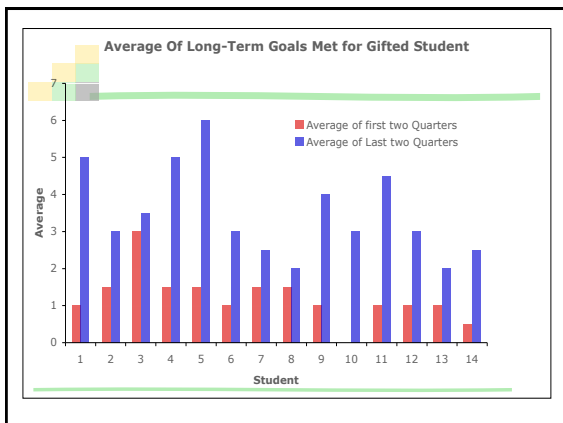
Name _Kristal_   Date _June 15_

Goal _Get my driver's license_

Part 1: Student Plan		
STRATEGY What methods will I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?

German, et al., 2000 Study

Students with 6 high school students with moderate mental retardation used the modified version of Take Action to learn to attain their daily IEP goals.

Walden (2002)

- College Students with LD acquired and generalized goal attainment skills using Take Action, but without continued use their skills decreased over time.
- The Take Action process must be used to be remembered!

Students

- Students in four 8th grade middle school English classes
- 101 students completed the study:
  - Number in General Ed: 81
  - Number in Gifted Ed: 14
  - Number with an IEP: 4
  - Number with 504 plan: 2

Average Of Long-Term Goals Met for Gifted Student

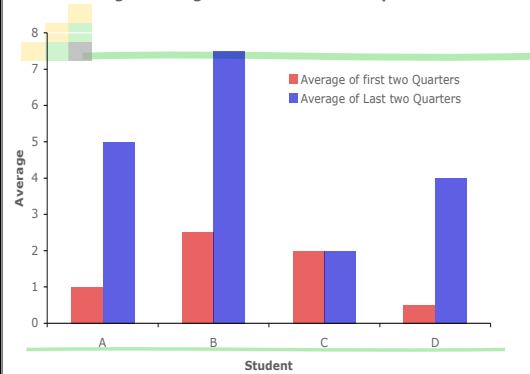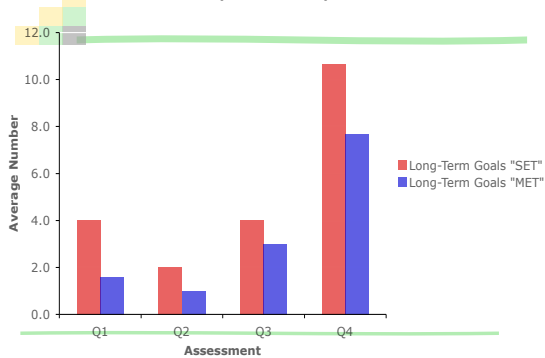Average Number of Long-Term Goals SET & MET (Gifted)

Special Education Program

The repeated measure ANOVAs indicated significant effect for number of long-term goals met during the first to fourth quarters, Wilks' l = .07, $F(1, 2) = 27.00$, p = .04, multivariate h2 = .93.
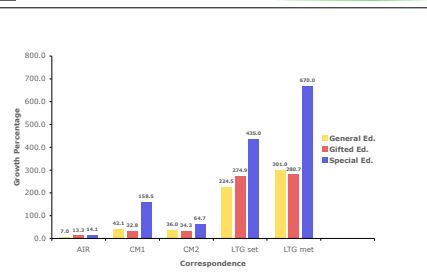

Average Of Long-Term Goals Met for Sp.Ed. Student

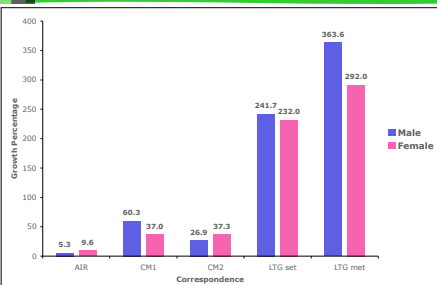- Average of first two Quarters
- Average of Last two Quarters

X-axis: Student (A, B, C, D)
Y-axis: Average

Average Number of Long-Term Goals SET & MET (SP.Ed. Student)

- Long-Term Goals "SET"
- Long-Term Goals "MET"

X-axis: Assessment (Q1, Q2, Q3, Q4)
Y-axis: Average Number

Growth Percentage by Program

- General Ed.
- Gifted Ed.
- Special Ed.

X-axis: Correspondence (AIR, CM1, CM2, LTG set, LTG met)
Y-axis: Growth Percentage

Values: AIR 7.0, 13.3, 14.1; CM1 42.1, 32.6, 158.5; CM2 36.0, 34.3, 64.7; LTG set 224.5, 274.9, 435.0; LTG met 301.0, 289.7, 678.0

Growth Percentage and Gender

- Male
- Female

X-axis: Correspondence (AIR, CM1, CM2, LTG set, LTG met)
Y-axis: Growth Percentage

Values: AIR 5.3, 9.6; CM1 60.3, 37.0; CM2 26.9, 37.3; LTG set 241.7, 232.0; LTG met 363.6, 292.0

Take Action Available From

- Sopris West Publishers
- 4093 Specialty Place
- Longmont, CO 80504

- **Phone:** (303) 651-2829
- **Fax:** (888) 819-7767
- www.sopriswest.com

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Questions

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